

Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a six-year plan that includes targets for student performance indicators and improvement activities designed to enable districts* and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://www.dese.mo.gov/divspeced/PDF/PartB-SPPMissouri.pdf>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of local education agencies on the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the LEA met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the LEAs directly to DESE.

*The word "district" includes responsible public agencies such as local school districts, charter schools and state operated programs.

Questions? Please contact the Division of Special Education - Data Coordination at 573-526-0299 or webrepliespedc@dese.mo.gov.

SPP Targets and District Status

SPP Indicator*	District Data 2005-06		Target 2005-06	Target 2010-11
Early Childhood Special Education Data				
Percent of children ages 3-5 with IEPs in settings with typically developing peers (SPP 6)	44.90%	Met	≥ 43.00%	≥ 50.00%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)	94.97%	**	= 100.00%	= 100.00%
Child Count and Placement Data				
Percent of children with IEPs removed from regular class less than 21% of the day (SPP 5a)	58.23%	Not Met	≥ 59.00%	≥ 64.00%
Percent of children with IEPs removed from regular class greater than 60% of the day (SPP 5b)	11.13%	Not Met	≤ 11.00%	≤ 10.50%
Percent of children with IEPs served in separate settings (SPP 5c)	3.58%	Not Met	≤ 3.50%	≤ 3.20%
Was district identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)	***			
Assessment Data				
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) - (SPP 3b)	96.23%	Met	≥ 95.00%	= 100.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) - (SPP 3b)	98.28%	Met	≥ 95.00%	= 100.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, 11) (SPP 3c)	16.22%	Not Met	≥ 34.70%	≥ 75.50%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10) (SPP 3c)	18.80%	Not Met	≥ 26.60%	≥ 72.50%
Evaluation Data				
Percent of children with parental consent to evaluate who were evaluated and eligibility determined within 60 days (SPP 11)	94.74%	**	= 100.00%	100.00%
Suspension/Expulsion Data				
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4a)	***			
Secondary Transition Data				
Graduation rate for students with disabilities (SPP 1)	73.99%	Met	≥ 73.00%	≥ 78.50%
Dropout rate for students with disabilities (SPP2)	4.86%	Not Met	≤ 4.70%	≤ 3.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)	45.27%	**	= 100.00%	100.00%

* Only those indicators for which data are available and/or targets have been established are included in this summary

** Data are collected from districts in the year prior to their MSIP review, so data is not available for all districts. For districts

*** These determinations have not yet been made

Early Childhood Special Education (ECSE) Data

Early Childhood Special Education Child Count and Participation Rates

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5		
	Child Count	Participation Rate
2003-04	10,893	5.94%
2004-05	10,856	5.92%
2005-06	10,898	5.94%

Source: District reported data from Core Data Screen 11 and census data - 2003 population estimates

Participation Rate = Child Count / Census

Early Childhood Special Education Placements (ages 3-pK5) (SPP 6)

The following indicates the settings in which children are receiving early childhood special education services.

Placements	2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%
Home*	437	4.01%	219	2.02%	166	1.52%
Part-time EC / Part-time ECSE Setting*	804	7.38%	898	8.27%	1,039	9.53%
Early Childhood Setting*	1,895	17.40%	1,555	14.32%	1,795	16.47%
Itinerant-Outside the Home	2,867	26.32%	3,142	28.94%	3,016	27.67%
EC Special Education Setting	4,743	43.54%	4,892	45.06%	4,738	43.48%
Separate School	147	1.35%	150	1.38%	143	1.31%
Residential Facility	0	0.00%	0	0.00%	1	0.01%
Total Early Childhood	10,893	100.00%	10,856	100.00%	10,898	100.00%
Subtotal for placements with typically developing peers (ages 3-pk5)*	3,136	28.79%	2,672	24.61%	3,000	27.53%
Subtotal for placements with typically developing peers ages 3-5 (SPP 6)**					6,803	44.90%

Source: District reported data from Core Data Screen 11

Percentage = Placement / Total Placements

*Placements with "typically developing peers" include: Home; Part-time early childhood / part-time ECSE Setting; Early Childhood Setting

** The SPP indicator refers to all children ages 3-5 which includes some children in kindergarten. This data is reported to meet SPP reporting requirements only. The conversion of school-age to ECSE placements follows: Private Residential Facility to Residential Facility; Homebound/Hospital to Home; Outside Regular Class 21-60% to Part-time EC/Part-time ECSE Setting; Outside Regular Class <21% to Early Childhood Setting; Outside Regular Class >60% to EC Special Education Setting; Private/Public Separate (Day) Facility to Separate School

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required develop and implement an IEP by the third birthday.

The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	Number referred	IEPs developed within acceptable timelines	Percent developed within acceptable timelines*
2005-06	358	340	94.97%

Source: Data are collected from districts in the year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state each year

* Pending finalization of the Special Education Compliance review

Early Childhood Outcome Data (SPP 7)

Districts are beginning to collect these data in the 2006-07 school year. Data will be included in this report as it becomes available.

Child Count and Placement Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Total Excluding PPPS	Incidence Rate 2005-06
Mental Retardation	12,222	28	12,194	1.35%
Emotional Disturbance	8,374	27	8,347	0.93%
Speech/Language Impairment	35,729	1,303	34,426	3.83%
Orthopedic Impairment	611	9	602	0.07%
Visual Impairment	452	4	448	0.05%
Hearing Impairment	1,275	23	1,252	0.14%
Specific Learning Disabilities	52,330	805	51,525	5.73%
Other Health Impairment	14,462	246	14,216	1.58%
Deaf/Blindness	26	0	26	0.00%
Multiple Disabilities	1,129	6	1,123	0.12%
Autism	3,834	49	3,785	0.42%
Traumatic Brain Injury	421	3	418	0.05%
Young Child w/ Developmental Delay	1,515	37	1,478	0.16%
Total	132,380	2,540	129,840	14.43%

Source: District reported data on Core Data Screens 11 and 16. Child Count is as of December 1

Incidence rate = Total excluding PPPS / enrollment

School-age Placements (SPP 5)

The following table indicates the amount of time that students with disabilities are removed from the general education classroom for special education services

Placement Categories	2003-2004		2004-2005		2005-2006	
	#	%	#	%	#	%
Outside Regular Class <21% (SPP 5a)	76,805	57.67%	76,674	58.09%	74,574	58.23%
Parentally Placed <21%	N/A	N/A	N/A	N/A	2,514	
Outside Regular Class 21-60%	36,708	27.56%	36,000	27.27%	35,795	27.06%
Parentally Placed 21-60%	N/A	N/A	N/A	N/A	21	
Outside Regular Class >60% (SPP 5b)	15,044	11.30%	14,743	11.17%	14,727	11.13%
Parentally Placed >60%	N/A	N/A	N/A	N/A	5	
State Operated Separate School	1,208	0.91%	1,208	0.92%	1,234	0.93%
Private Separate (Day) Facility*	931	0.70%	931	0.71%	944	0.71%
Public Separate (Day) Facility*	1,846	1.39%	1,890	1.43%	1,905	1.44%
Homebound/Hospital*	589	0.44%	527	0.40%	654	0.49%
Private Residential Facility*	49	0.04%	25	0.02%	7	0.01%
Total School Age	133,180	100.00%	131,998	100.00%	132,380	100.00%
Total of Separate Placements* (SPP 5c)	4,623	3.47%	4,581	3.47%	4,744	3.58%

Source: District reported data on Core Data Screen 11

*"Total Separate" includes: State Operated Separate School, Private/Public Separate Facilities; Homebound/Hospital and Private Residential Facilities

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total district enrollment, special education child count and disability categories

	White %	Black %	Hispanic	Asian %	Indian %	Total %
Total District Enrollment (K-12)	76.81%	18.10%	3.10%	1.57%	0.40%	100.00%
Total IEP Child Count (3-21)	76.75%	20.22%	1.94%	0.75%	0.34%	100.00%
Mental Retardation	64.27%	32.72%	1.94%	0.71%	0.36%	100.00%
Emotional Disturbance	66.01%	32.16%	1.26%	0.21%	0.35%	100.00%
Speech/Language Impairment	83.70%	13.04%	1.92%	1.01%	0.34%	100.00%
Specific Learning Disability	73.94%	23.15%	2.11%	0.43%	0.36%	100.00%
Other Health Impairment	75.19%	18.67%	3.70%	2.07%	0.37%	100.00%
Autism	79.72%	15.96%	2.03%	1.95%	0.33%	100.00%

Source: District reported data on Core Data Screens 11 and 16

Student Assessment, Evaluation and Parent Involvement Data

Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3b and 3c)

The following table indicates statewide assessment results for students with disabilities

2005-06 IEP MAP and MAP-A	Grade	Accountable	Participation Rate (3b)	Proficient or Advanced Percent (3c)
Communication Arts	3	10711	96.9%	23.3%
Communication Arts	4	10773	97.7%	21.8%
Communication Arts	5	10558	97.7%	18.6%
Communication Arts	6	10163	96.5%	14.5%
Communication Arts	7	10759	94.7%	12.1%
Communication Arts	8	10776	96.1%	10.9%
Communication Arts	11	7602	93.1%	10.1%
Communication Arts	3-5	32042	97.4%	21.2%
Communication Arts	6-8	31698	95.8%	12.5%
Communication Arts	All	71342	96.2%	16.2%
Mathematics	3	10704	99.1%	28.9%
Mathematics	4	10762	99.1%	25.3%
Mathematics	5	10576	99.0%	20.8%
Mathematics	6	10169	98.1%	17.7%
Mathematics	7	10731	97.8%	14.1%
Mathematics	8	10781	97.7%	13.0%
Mathematics	10	9334	97.0%	10.4%
Mathematics	3-5	32042	99.1%	25.0%
Mathematics	6-8	31681	97.9%	14.9%
Mathematics	All	73057	98.3%	18.8%

Source: MAP Assessment - includes MAP and MAP-A results

District Adequate Yearly Progress (AYP) for Students with Disabilities (SPP 3a)

Student assessment data is evaluated for AYP purposes for a specific subgroups of students, one of which is students with disabilities. For district AYP status, refer to School Data and Statistics website: <http://www.dese.mo.gov/schooldata/>

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, were determined to be eligible for special education services within 60 days

Reporting Year	Number evaluated	Number within acceptable timelines	Percent within acceptable timelines*
2005-06	4104	3888	94.74%

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

* Pending finalization of the Special Education Compliance review

Parent Survey Data (SPP 8)

Parents are asked about their level of involvement with their children's education on the MSIP Parent Survey. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities

Reporting Year	Total Responses	Number Agree/ Strongly Agree	% Agree/ Strongly Agree
2005-06	N/A	N/A	N/A

Source: MSIP Parent Advance Questionnaire

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

Suspension/Expulsion Data

Suspension/Expulsion Data (SPP 4a)

School Year 2005-2006	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students	
OSS - All	15,082	11.6	47,731	6.2	1.87
OSS > 10 Days	3,765	2.9	10,257	1.3	2.18
ISS - All	19,178	14.8	75,523	9.8	1.51
ISS > 10 Days	2,250	1.7	6,777	0.9	1.97
Total OSS and ISS	34,260	26.4	123,254	16.0	1.65
	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students	
OSS - All	30,648	23.6	86,789	11.3	2.09
OSS > 10 Days	4,031	3.1	10,958	1.4	2.18
ISS - All	50,459	38.9	176,784	23.0	1.69
ISS > 10 Days	2,276	1.8	6,849	0.9	1.97
Total OSS and ISS	81,107	62.5	263,573	34.2	1.83

Suspension/Expulsion Data by Race (SPP 4b)

School Year 2005-2006	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students	
Total OSS and ISS - Asian	107	11.8	741	5.6	2.11
Total OSS and ISS - Black	10,282	37.2	30,266	22.4	1.66
Total OSS and ISS - Hispanic	484	19.4	2,991	11.8	1.65
Total OSS and ISS - Indian	146	31.6	488	15.4	2.06
Total OSS and ISS - White	17,819	18.1	63,503	10.7	1.69
	Incidents IEP		Incidents nonIEP		Ratio of IEP : NonIEP rate
	#	Rate per 100 students	#	Rate per 100 students	
Total OSS and ISS - Asian	269	29.7	1,686	12.7	2.34
Total OSS and ISS - Black	32,347	117.1	85,661	63.3	1.85
Total OSS and ISS - Hispanic	1,373	55.0	7,350	28.9	1.90
Total OSS and ISS - Indian	382	82.7	1,254	39.4	2.10
Total OSS and ISS - White	53,051	53.9	162,475	27.4	1.97

Source: District reported data on Core Data Screens 9, 11 and 16

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5k-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities (SPP 1,2)

The following table indicates the numbers and percents of students with disabilities who graduate or drop out from school

	2003-04	2004-05	2005-06	2005-06*
Graduation data (SPP 1)				
Number of students with disabilities who graduated	6,027	6,253	6,458	6,462
Graduation rate for students with disabilities	70.96%	72.81%	73.99%	70.80%
Dropout data (SPP 2)				
Number of students with disabilities ages 14 - 21	45,935	46,180	46,718	47,468
Number of students with disabilities who dropped out	2,467	2,335	2,270	2665
Dropout rate for students with disabilities	5.37%	5.06%	4.86%	5.61%

Source: District reported data on Core Data Screens 12 and 11

Graduation rate = Graduates / (Graduates + Dropouts) x 100

Dropout rate = Dropouts / 14-21 Child Count x 100

*Totals include data reported by Dept of Corrections and Division of Youth Services

Data reported by DOC and DYS are excluded from the other totals

For students ages 14-21 the following exit categories are combined for the number of dropouts: 03-Received a Certificate, 04-Reached Max Age, 07-Moved, Not known to continue and 08-Dropped out

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	Total Reviewed	Number Met	Percent Met*
2005-06	455	206	45.27%

Note: Data collected from districts in year prior to MSIP review; therefore not available for all districts every year

Statewide reporting includes approximately 1/5 of all school districts in the state

* Pending finalization of the Special Education Compliance review

Follow-up on Previous Year's Graduates (IEP) (SPP 14)

Districts are required to follow-up with all graduates six months after graduation. The following table indicates the district-reported data.

	2004 Graduates		2005 Graduates	
	#	%	#	%
4 - Year College	629	10.44%	706	11.29%
2 - Year College	1,325	21.98%	1,397	22.34%
Non - College	378	6.27%	394	6.30%
Military	162	2.69%	190	3.04%
Employment	2,342	38.86%	2,223	35.55%
Other	565	9.37%	627	10.03%
Unknown	487	8.08%	497	7.95%
Total Employed / Continuing Education	4,836	80.24%	4,910	78.52%
Total Follow-up	5,888	97.69%	6,034	96.50%
Not reported	139	2.31%	219	3.50%
Total Graduates	6,027	100.00%	6,253	100.00%

Source: District reported data on Core Data Screen 08

Total Employed & Continuing Education = Sum of 4-year and 2-year college, non-college, military and employment / graduates